

	<p><i>School of Arts &amp; Science</i> <i>ENGLISH DEPARTMENT</i></p> <p><b>ENGL 151 (Section # 35)</b> <b>Strategies for Academic Writing</b> <b>Fall 2014</b></p>
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**1. Instructor Information**

(a)	Instructor:	Bronwen Welch
(b)	Office Hours:	Mondays 3:00-5:00 or by appointment
(c)	Location:	Lansdowne Campus – Ewing Building -- room 218
(d)	Phone:	370-3194
(e)	Email:	<a href="mailto:WelchB@camosun.bc.ca">WelchB@camosun.bc.ca</a>

**2. Intended Learning Outcomes**

**Upon completion of this course the student will be able to:**

**Form critical responses to ideas.**

- Distinguish between fact and opinion.
- Analyze and articulate the reasoning behind an argument.
- Demonstrate a critical examination of ideas through close reading, inquiry, divergent thinking, evaluation of evidence and interpretation, as well as an understanding of rhetoric, reason, logic and word usage.
- Produce writing under exam conditions, as well as outside class.
- Differentiate high school and academic writing.

**Write in an academic style common to multiple disciplines.**

- Approach writing as an active exploration of multiple perspectives on a topic.
- Compose effective summaries.
- Select and use rhetorical patterns purposefully.
- Employ a comprehensive writing process, which includes prewriting, focusing, planning, multiple drafting, conferring, revising and editing/proofing.
- Develop an argument with a controlling thesis; write unified, coherent paragraphs, including effective introductions, transitions and conclusions in correct, clear, effective English.
- Develop effective, focused research questions.
- Demonstrate control, clarity and cohesion in the development and organization of ideas.
- Vary style purposefully for planned rhetorical strategies.
- Write individually and collaboratively for specific results.
- Critique his/her own and others' writing.

**Read and analyze complex texts from various academic disciplines.**

- Vary reading approaches for different purposes, such as personal response, persuasion, and criticism.
- Participate and engage in a dynamic, stimulating exchange of ideas based upon close textual readings.
- Discuss and debate text using terminology appropriate to the discipline and context of those texts.
- Analyze textual readings, including visual texts, by identifying controlling ideas, supporting details, dominant rhetorical pattern, subtext, tone and stylistic features.
- Summarize readings to reflect coherently the original's ideas, purpose, organization, and tone.
- Critically read your own and others' writing.

**Research and develop information media and literacy skills.**

- Use a wide variety of appropriate research sources.
- Paraphrase and summarize texts to reflect accurate and coherently the original's ideas, organisation and tone.
- Use print and electronic library resources to locate sources.
- Assess and evaluate a variety of online media sources.
- Evaluate sources for authority, relevance, reliability, usefulness and other criteria.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation writing skills.
- Document sources fully and ethically, according to specified bibliographic conventions.

**Develop self-awareness as an academic writer and contributor.**

- Articulate one’s position in a critical debate of ideas.
- Reflect on one’s own writing for continuous improvement.
- Express interest in an academic pursuit of one or more disciplines.

**3. Required Materials**

(a)	Texts	There is no formal text book for this class. We will read a variety of handouts, watch a number of films, and read one book online
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**4. Tentative Course Content and Schedule**

<u>Date</u>	<u>What We Will Cover</u>	<u>Homework</u>
Wed. Sept. 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Introduction to Class –</li> <li>• Go over course syllabus</li> </ul>	
Fri. Sept 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Hand out “What is Against Nature” to be read for homework</li> <li>• Hand out first assignment</li> <li>• Begin summary discussion</li> </ul>	Read Essay: “What is Against Nature” for next class: <b>Wed. Sept. 10<sup>th</sup></b>
Wed. Sept. 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>Quiz #1:</b> on “What is Against Nature”</li> <li>• Discuss “What is Against Nature”</li> </ul>	
Fri. Sept. 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Beginning and ending a summary</li> <li>• Quoting in summary</li> <li>• Layout of an academic paper</li> </ul>	<ul style="list-style-type: none"> <li>• Read “The Yellow Wallpaper” AND “Story of an Hour” for next class: Wed. Sept. 12<sup>th</sup></li> <li>• Summary Assignment due next Class: Wed. Sept. 17<sup>th</sup></li> </ul>
Wed. Sept. 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Summary Assignment Due at the BEGINNING OF CLASS</li> <li>• <b>Quiz # 2:</b> on “The Yellow Wallpaper” and “Story of an Hour”</li> <li>• Theme</li> <li>• Thesis statements</li> </ul>	

<u>Date:</u>	<u>What We Will Cover</u>	<u>Homework:</u>
Wed. Sept. 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Finish stories</li> <li>• Types of analysis papers</li> </ul>	
Fri. Sept. 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Passage Analysis</li> <li>• Claims and evidence</li> </ul>	
Wed. Oct. 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Comparative analysis</li> <li>• Claims and evidence</li> </ul>	
Fri. Oct. 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• MLA Documentation/integration of quotes</li> </ul>	
Wed. Oct. 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Integration cont.</li> <li>• Paraphrasing</li> </ul>	
Fri. Oct. 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Catch up day ☺</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis Assignment Due next class: <b>Wed. Oct. 15<sup>th</sup></b></li> </ul>
Wed. Oct. 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Analysis Assignment Due at the BEGINNING OF CLASS</li> <li>• Handout next assignments: Film Review</li> <li>• Writing a Review</li> </ul>	Read reviews (handouts)
Friday. Oct. 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Discuss Reviews</li> </ul>	
Wed. Oct. 22 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Utilizing summary and evidence in reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Read handouts: "Symbols" and "One Generation from Extinction," and the excerpt from "The Story of My Life" for the quiz on Oct. 29<sup>th</sup></li> </ul>
Fri. Oct. 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Library Day</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you Read handouts: "Symbols" and "One Generation from Extinction," and the excerpt from "The Story of My Life" for the quiz on Oct. 29<sup>th</sup></li> </ul>
Wed. Oct. 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Review due</li> <li>• <b>Quiz # 3:</b> on "Symbols" and "One Generation from Extinction," and the excerpt from "The Story of My Life"</li> <li>• Begin going over essays</li> </ul>	

Date:	What We Will Cover	Homework
Fri. Oct. 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>Finish going over essays</li> </ul>	<b>Begin reading: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></b> <a href="http://www.gutenberg.org/cache/epub/42/pg42.html">http://www.gutenberg.org/cache/epub/42/pg42.html</a>
Wed. Nov. 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>Finish section on language</li> <li>Go over research Techniques</li> <li>Go over formatting</li> </ul>	<b>Finish reading: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></b> <a href="http://www.gutenberg.org/cache/epub/42/pg42.html">http://www.gutenberg.org/cache/epub/42/pg42.html</a>
Fri. Nov. 7 <sup>th</sup>	<ul style="list-style-type: none"> <li><b>Quiz # 4: on The Strange case of Dr. Jekyll and Mr. Hyde</b></li> <li>Begin <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></li> </ul>	
Wed. Nov. 12 <sup>th</sup>	<ul style="list-style-type: none"> <li><i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></li> </ul>	
Fri. Nov. 14 <sup>th</sup>	<ul style="list-style-type: none"> <li><i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></li> <li>Go over research Techniques</li> <li>Go over formatting</li> </ul>	
Wed. Nov. 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>Film: <i>Cloudy with a Chance of Meatballs</i></li> </ul>	
Fri. Nov. 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>Discuss Film</li> <li>Writing/Talking about film</li> </ul>	
Wed. Nov. 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>Begin <i>Deep Impact</i> (60 mins)</li> <li>What to look for in <i>Deep Impact</i></li> </ul>	
Fri. Nov. 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>Finish <i>Deep Impact</i> (60 mins)</li> <li>Formatting</li> <li>Finding sources for your paper</li> </ul>	
Wed. Dec. 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Finish film section</li> </ul>	
Fri. Dec. 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>Paper Due</li> </ul>	

## 5. Basis of Student Assessment (Weighting)

Summary Assignment	15%
Analysis Assignment	20%
Review	20%
Research Paper	25%
Five Quizzes (4 x 5%)	20%

### Grading

**All assignments will be given a letter grade. The mark will be based on organization, quality of ideas and support, style and grammar, according to the following criteria:**

A Range (80 - 100%) Superior level of achievement

- Exceptional insight into material or topic
- Detailed, significant discussion
- Effective organization
- Fluent, error-free expression

B Range (70-79%) High level of achievement

- Competent treatment of material or topic but less originality or perception than an "A" paper
- Full discussion but not as detailed or specific as "A" level
- Sound organization and attention to grammar

C+ (65 – 69%) Satisfactory level of achievement

- Content reasonably well-organized
- Clear but somewhat mechanical organization
- May have good content but also may include serious mechanical errors

C (60 – 64%) Sufficient level of achievement to proceed to next level

- Content is adequately supported
- Mechanical but generally coherent organization
- Several serious mechanical errors

D (50 – 59%) Minimum level of achievement for which credit is granted

- Limited or misleading content with inadequate or inappropriate support
- Incomplete or confusing organization
- Frequent errors which confuse or mislead the reader

F (Below 50%) Minimum level not achieved.

- Inadequate or inaccurate content
- Incoherent organization
- So many errors that the reader cannot understand the paper adequately

## Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There is a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Attention!

- Essays are due at the **beginning** of class on the dates specified.
- 10% per day (even Saturdays and Sundays) will be deducted for lateness.
- **Nothing** will be accepted after 7 days (including Saturdays and Sundays) past due date.
- There will be four quizzes throughout the course. If you miss a quiz, you cannot re-write it unless you have an official medical excuse.

### Readings:

- As with any course, it is vitally important that you have completed all assigned readings before coming to each class.
- Since our class time will include a lot of class discussion, you must have read the assigned works thoroughly enough to be able to intelligently participate in that discussion.

**Participation and Attendance:**

- It is quite impossible for you to do well in this course if you do not regularly attend. Class time is your opportunity to clarify your ideas, responses and understanding of the works. Coming to class and participating in discussion will also help you anticipate the test questions and gather material for you essays.
- If you find it necessary to miss a class, it is YOUR responsibility to find out what you missed and complete the homework BEFORE the next class. I would also suggest you make a trustworthy friend in the class from whom you can borrow thorough, reliable notes.
- **PLEASE NOTE: I DO NOT ALLOW RE-WRITES OF ANY ESSAY OR TEST**
- **SPECIAL NOTE: Be sure to keep all rough drafts and marked material until the end of term**
- **Plagiarism (presenting the ideas or words of others as your own) is a serious academic offence. In this class, the minimum penalty for plagiarism is a grade of zero on the relevant assignment. In addition, I will report plagiarized assignments to the appropriate authorities. Students are responsible for familiarizing themselves with the college's policy on academic conduct. You can find that policy in the Camosun College Calendar or on line at the following location: <http://www.camosun.bc.ca/ombuds/student-conduct.pdf>**
- **You are responsible for information, verbal or written, given in class. Please keep track of all handouts and assigned readings, and note that neither unexcused absence from class during the discussion of tasks and assignments nor inattention to classroom activities, verbal explanations, or handouts exempts you from meeting deadlines or preparing for class.**